

## THIRD GRADE DRAMA TARGETS

<p style="text-align: center;"><b>ANALYZING DRAMA</b> Students will analyze the basic elements of drama and critique performance and production.</p>	<p style="text-align: center;"><b>LEARNING DRAMA SKILLS</b> Students will learn the drama skills of relaxation, concentration, imagination, movement, voice, sensory/emotional recall, characterization, and ensemble work.</p>
<div><input type="checkbox"/> Identify and discuss the beginning, major conflict, middle, climax, and end in a story.</div> <div><input type="checkbox"/> Identify and discuss complications and how they get in the way of what the main character wants most in a story; e.g., weather, relationships, unexpected events (from without); pride, jealousy, greed, loneliness (from within).</div> <div><input type="checkbox"/> Identify and ask about anything in the story not understood.</div> <div><input type="checkbox"/> Identify and discuss the meaning of the story.</div>	<div><input type="checkbox"/> Practice relaxing, concentrating, and imagining; e.g., use guided visualizations, listen to music, meditate.</div> <div><input type="checkbox"/> Practice movement skills and vocal skills (pitch, tempo, tone, breath control, diction, and projection) in a variety of ways; e.g., vocal exercises, story dramatization, choral reading, reader's theatre, puppetry.</div> <div><input type="checkbox"/> Practice sensory recall for all five senses; e.g., constructing 3-D adventures, soundscapes, zip-lock bags of smells, strange taste experiments, mystery touch box.</div> <div><input type="checkbox"/> Practice listening and contributing based on what others say when planning and acting out dramatic presentations in small group (ensemble work).</div>
<p style="text-align: center;"><b>CONSTRUCTING DRAMA</b> Students will use drama skills to construct, perform and evaluate their own dramatic presentations.</p>	<p style="text-align: center;"><b>CONTEXTUALIZING DRAMA</b> Students will explore meanings as they connect drama experiences with personal preferences, their world, and other times, places, cultures, and curricula.</p>
<div><input type="checkbox"/> Create improvised scenes in which sense memories play an important role - hearing, seeing, tasting, touching, or smelling imaginary things.</div> <div><input type="checkbox"/> Create a scene in which a crisis is based on one of the five senses.</div> <div><input type="checkbox"/> Create dramatizations with a major conflict and then add some complications (audience or non-audience); e.g., the major conflict in the story of Columbus, a navigator is his battle against unknown waters, but other complications arise like lack of food, disease, and the threat of mutiny from those who still believe the world is flat.</div> <div><input type="checkbox"/> Evaluate work and plan improvements, then repeat the above targets.</div>	<div><input type="checkbox"/> Compare and contrast the use of complications in stories read silently, heard aloud, and experienced through electronic media and explain preferences.</div> <div><input type="checkbox"/> Keep a personal sensory log of interesting smells, tastes, touches, sights, and sounds discovered away from school; discuss feelings they generate and explain preferences.</div> <div><input type="checkbox"/> Research and discuss how the five senses are important to other cultures; compare and contrast the findings with own culture.</div> <div><input type="checkbox"/> Connect drama with other curricula; e.g., integrate drama work with other subjects.</div>